

Official Record Copy  
Office of Personnel

OPPPM MEMORANDUM NO. 20-20-4

21 January 1981

OFFICE OF PERSONNEL POLICY, PLANNING, AND MANAGEMENT MEMORANDUM

SUBJECT : Comparative Evaluation of OPPPM Careerists

RESCISSION: OPN 20-74-9 dated 30 October 1974

1. It is the policy of the Office of Personnel Policy, Planning, and Management that those careerists under its jurisdiction for career management will be comparatively evaluated semi-annually using the basic comparative evaluation rating criteria set forth in the attachment. On the basis of this evaluation process, employees will be assigned one of four comparative evaluation descriptors described below. The employee's descriptor assignment and comparative evaluation will be considered in determining promotions, assignments, training, counseling, and development. The comparative descriptors are as follows:

Category I

These are employees whose personal history and work performance clearly suggest a high degree of potential for rapid career growth into positions of increasingly greater responsibility. Employees in this category are judged to possess experience, knowledge, and talents which are presently clearly exceptional in comparison with their peers. Career actions should reflect this evaluation through enhancing employees' talents and exploiting their potential.

Category II

These are employees whose personal history and work performance indicate the capability to assume greater responsibilities. Employees in this category are evaluated as presently displaying talent as well as potential for advancement. Career actions should enhance employees' skills and further develop their potential.

Category III

These are employees whose personal history and work performance tend to show they presently are close to realizing or have realized their potential. Some employees in this category may be capable of performing successfully at a higher level of responsibility and some may not. Many employees in this category are providing valuable services in their

ADMINISTRATIVE INTERNAL USE ONLY

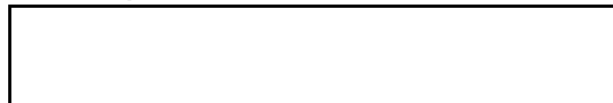
present assignment and lateral assignments may not contribute much toward enhancing their talents or their value to the Agency. In these cases, career actions should provide for their continued work satisfaction. Career actions for others in this category should provide the opportunity for revealing possible further potential.

#### Category IV

These are employees whose overall work performance reflects a specific deficiency in, or inability to meet, important aspects of work requirements which unduly limits their value in their assignment or current career area. Employees in this category may have potential for growth, but their deficiencies are such as to interfere with or preclude improved performance in the current assignment or further development in the career area. These employees will be advised of their deficiencies and placement in this category. Counseling or remedial training is to be provided. Career actions will be taken to establish whether the talents of some of these employees can be utilized or potential realized in another career function or service within the Agency. The deficiencies in work performance or behavior of some employees in this category may require their reassignment, demotion, or separation.

2. Identified in each section of the attached comparative evaluation rating is a specific dimension of a personnel careerist. Because of distinct differences among careerists in levels of skill, performance, and potential, a point range has been established for each item. This point range is either seven or three points depending upon the dimension. Mid-points in the seven point range have been defined; raters may choose a lower or higher point if that point level more aptly describes the employee's performance. The OPPPM board and panels will: review the personnel file of each careerist; interview supervisors on employee performance; comparatively evaluate each careerist to determine their value to the Agency; assign each careerist one of the four descriptor categories; evaluate each eligible careerist for promotion; and, on the basis of the preceding, make recommendations for promotions, assignments, executive development, training, and career counseling, as appropriate. The board and panels will also identify and recommend administrative actions for employees whose performance is unsatisfactory or whose value to the Agency is marginal.

3. The comparative evaluation rating criteria and descriptors will be used in the forthcoming comparative evaluation exercises by the OPPPM board and panels and will be reviewed annually in order to serve the needs of the Office and its careerists.



Harry E. Fitzwater  
Director of Personnel  
Policy, Planning, and Management

Attachment

OPPPMM 3-81

ADMINISTRATIVE INTERNAL USE ONLY

38

STAT

4

10

# ADMINISTRATIVE INTERNAL USE ONLY

Approved For Release 2005/12/01 : CIA-RDP92-00455R000200030048-9

## RATING CRITERIA

1. Experience: The knowledge, competency, and productivity acquired through previous assignments, and skill specialization. The range and variety of an individual's knowledge, skills, and ability provide an indicator of future effectiveness. In the more senior levels of each discipline, experience factors which should be considered are the nature and number of assignments, special assignments undertaken or projects worked on, and, as appropriate, relevant prior non-Agency experience. The following factors should be considered:

a. Expertise: This is an evaluation of the range and depth of an individual's knowledge, skills, and ability as they are indicators of future effectiveness. Consider the individual's competence to handle increased responsibility based upon factors such as the level of previous assignments, projects worked on, and depth of experiences. Where appropriate, field assignments, and relevant prior non-Agency experience may be considered.

- 1 -
- 2 - Requires improvement in one or more elements of basic knowledge and skills in order to perform effectively.
- 3 -
- 4 - Has the knowledge and skills to fully understand the assigned job and to perform effectively in most situations.
- 5 -
- 6 - Has the knowledge and skills to perform assigned tasks in an exceptional manner.
- 7 -

b. Versatility: Consider the applicability and diversity of the individual's knowledge, skills, and ability.

- 1 -
- 2 - Requires additional assignments to gain broader experience within the career discipline.
- 3 -
- 4 - Has acquired experience to handle a variety of assignments within the career discipline.

Attachment  
OPPPMM 20-20-4

Approved For Release 2005/12/01 : CIA-RDP92-00455R000200030048-9

ADMINISTRATIVE INTERNAL USE ONLY

5 -

6 - Has experience which allows assignments to almost any job at a reasonable level in the career discipline and in related functional areas.

7 -

2. On-the-Job Performance: The quality of performance in the individual's current position is one indicator of how well the employee will perform future assignments in a similar field of work. The following factors should be considered:

a. Productivity: Consider the degree that an individual's work satisfies component standards as to accuracy, quality, quantity, completeness, and timeliness with minimum supervision and within the constraints of assets and information. Also consider the impact that stress or pressure has on the individual's output.

1 -

2 - Works steadily although improvement is needed in one or more areas such as quantity, accuracy, or timeliness.

3 -

4 - Does own share of work accurately, thoroughly, and in the time allotted. Under normal pressure, no significant decrease in quantity or attention to detail occurs.

5 -

6 - Consistently produces a high volume of output that is accurate, thorough, and in advance of most deadlines. When under pressure, no decrease in productivity occurs.

7 -

b. Judgment: Consider the individual's ability to make sound recommendations and correct decisions.

1 -

2 - Must more carefully consider the facts to improve the quality of recommendations and decisions.

4  
4B

3 -

4 - After careful consideration of the available information, most recommendations and decisions are timely and correct.

5 -

6 - Carefully considers the available information, deals comfortably with ambiguity, and consistently renders sound judgments.

7 -

c. Creativity/Innovation: Consider the individual's talent for identifying, developing, and expressing innovative but practical alternatives and solutions to problems.

1 -

2 - Must increase efforts to develop and suggest better ways of doing things, and to assist others in refining their ideas.

3 -

4 - Is resourceful in developing and suggesting better ways to do things and gives due consideration to the suggestions of others.

5 -

6 - Repeatedly demonstrates the ability to develop and suggest new or better ways to do things, and carefully considers and helps refine the suggestions of others.

7 -

d. Initiative: Consider the degree to which the individual identifies needs, organizes, devises, and undertakes additional tasks and responsibilities, and takes advantage of opportunities to offer meaningful contributions. Also, consider the amount of supervision the individual requires, the degree to which assistance is provided to others, and efforts made toward self-improvement.

1 -

2 - Needs to improve efforts in acquiring additional responsibilities, offering meaningful contributions, and working with less supervision.

3 -

4 - Requires minimal supervision, seeks additional responsibility and offers meaningful contributions when the opportunity arises.

5 -

- 6 - Consistently strives for greater responsibility and seldom misses an opportunity to prepare for more demanding jobs by broadening perspective and knowledge.

7 -

e. Self-Expression (written and/or oral): Consider the effectiveness with which an individual expresses himself/herself orally and in writing on substantive personnel matters.

1 -

- 2 - Needs to improve abilities in expressing written and/or oral ideas, or to understand others.

3 -

- 4 - Expresses written and/or oral ideas well, is a good listener, and is generally successful at eliciting and sharing information with others.

5 -

- 6 - Expresses complex written and/or oral ideas with ease, is a careful and attentive listener, and is adept at eliciting and sharing information with others.

7 -

3. Personal Attributes and Abilities: There are a number of personal qualities that can be assessed to provide an indication of an individual's effectiveness in positions with higher level responsibilities. These include the following:

a. Leadership and Supervision: Consider the success with which an individual influences, inspires, or motivates others to achieve tasks or activities. For non-supervisors, consider their ability to influence others, including the degree to which the individual is looked to for guidance. For those who supervise, consider their ability to influence, inspire, and motivate others, in addition to using the authority of their position to effectively direct the efforts of subordinates. Individuals with specific supervisory responsibilities will be evaluated by using Section 1; all others will be evaluated by using Section 2.

1. Supervisory

1 -

- 2 - Must improve efforts to direct subordinates effectively. Occasionally needs help from supervisor.

**ADMINISTRATIVE INTERNAL USE ONLY**

Approved For Release 2005/12/01 : CIA-RDP92-00455R000200030048-9

3 -

4 - Uses authority effectively to guide and direct others. Able to deal with most situations.

5 -

6 - Inspires and helps others to develop, and offers guidance which is readily followed. Fully developed for widest variety of situations.

7 -

2. Non-Supervisory

1 -

2 - Needs constant guidance and direction when working with, advising, and guiding people not officially associated with the individual's area of assignment but who are affected by action taken.

3 -

4 - Works well in advising and guiding people in certain aspects of his/her activity.

5 -

6 - Complete confidence of supervisors in independently working with all levels of employees covering all aspects of his/her activity.

7 -

b. Interpersonal Relations: Consider the success an individual has relating to and working with subordinates, counterparts, and supervisors. Consider the individual's ability to represent the Component, Office, and Organization.

1 -

2 - Attitude or cooperation needs improvement.

3 -

4 - Successfully represents the Office and Organization in situations normally encountered, maintains good relations and works effectively with others.

Approved For Release 2005/12/01 : CIA-RDP92-00455R000200030048-9

**ADMINISTRATIVE INTERNAL USE ONLY**

10-4  
7B

5 -

6 - Is an excellent representative in most situations and, even in difficult circumstances, is able to establish and maintain excellent working relationships with both groups and individuals.

7 -

c. Training: Consider the amount of interest and initiative the individual shows in intellectual and professional growth through Agency-sponsored training or training undertaken at the individual's initiative.

1 - Accepts training only as directed.

2 - Utilizes training opportunities to enhance professional growth to a normal degree.

3 - Has demonstrated exceptional job-related professional and intellectual growth through a variety of training endeavors.

d. Mobility: Consider the individual's availability and willingness to accept a reassignment.

1 - Not available or willing to accept reassignment.

2 - Available and willing to accept reassignment.

3 - Actively seeks appropriate reassignments.

e. Dedication: Consider the level of the individual's dependability and commitment to mission of the Component and the Career Sub-Group.

1 -

2 - Needs greater self-discipline in order to be reliable and more responsive to the needs of the office.

3 -

4 - Is disciplined, reliable, and is generally responsive to the needs of the office.

5 -

6 - Has proven to be dependable in difficult situations and is always available for tasking to meet the needs of the office.

7 -

704  
813



4. Potential: Consider the individual's capability to assume higher level responsibility based upon demonstrated capacity to develop, grow, and advance in substantive assignments and/or managerial or supervisory positions. At the higher grade levels, consider the extent to which the individual's knowledge, talent, and skills can be applied to a variety of Component, Directorate, Organizational and Community assignments. At the lower grade levels, consider the individual's desire for greater responsibilities.

- 1 -
- 2 - Work history and performance tend to show that the employee is presently close to realizing, or has realized, full potential.
- 3 -
- 4 - Work history and performance indicate the capability to assume greater responsibility.
- 5 -
- 6 - The capability to assume greater responsibility. Work history and performance clearly suggest a high degree of potential for rapid career growth into positions of increasingly greater responsibility.
- 7 -